EQUIP 2/ Associate Award:
Education and Training Center

Quarterly Report
January - March 2005

Submitted
Academy for Educational Development
Education Development Center
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USAID/Education and Training Data Center

Project Objective

The Education Policy and Data Center (Center, or EPDC) was launched on October 1, 2003 to contribute to the following EGAT Education Sector intermediate results:

- Improve quality and increase relevance of E&T programs.

- Increase access, equity and opportunity to E&T programs.

- Enhance the capability and responsiveness to E&T institutions.

- Mitigate the negative impacts of HIV/AIDS on economic development, human capacity, and E&T.

- Expand alliances for E&T.

Project Components

The Education Policy and Data Center has five principal components:

Component 1 – Develop a Center Charter and Agenda
Component 2 – Advance the Status and State of the Art of E&T Data.
Component 3 – Collaborate with the Global E&T Data and Development Communities.
Component 4 – Publish an E&T for Development Electronic Journal.
Component 5 – Continue Professional Development for the E&T Data Community.

Preparatory work for carrying out Components 1-5.

During the first Quarter of FY 2005 the project continued to build the capacity of the Center by searching for and hiring personnel and consultants, and further developing the Center's data activities.   These essential tasks are classified into ten major areas:

- **1 Setting up the Center**
- **2 Data System**
- **3 Data Compiler with USAID**
- **4 Data Collection**
- **5 Data Entry**
- **6 Data Analysis**
- **7 Research**
- **8 Publications**
- **9 Website/Portal**
- **10 Major Presentations and Conference Participation**

1 Setting up the Center

1.1 *Continuing Staff*

George Ingram (Executive Director), Paul Gammill (Senior Data Systems Manager), Annababette Wils (Senior Technical Advisor) and Karima Barrow (Research Associate) continued as EPDC Staff.

1.2 *Other staff descriptions and hiring*

Stephanie Chantry was hired as the EPDC intern. She joined the team in early January. Emily Wheeler was hired as a short-term consultant to work on data formatting. Finally, in preparation for the summer, the EPDC team initiated the steps for recruiting two summer interns. The interns will research and compile the data from Census surveys, format EPDC data for upload into the database, and support Babette Wils' work on EFA education projections.

The EPDC conducted a search to fill the position of Education Policy Analyst. The Center identified Bidemi Carrol to join the team during April in the next quarter. Ms. Carrol is a native of Sierre Leone who has worked for five years at Oracle. She holds a Masters in economics from Stanford University, and in June 2005 will be awarded a PhD in education from Stanford.

1.3 *First Advisory Council Meeting*

On February 23rd, the EPDC hosted the first meeting of the Advisory Council. Four out of the six advisory board members were in attendance- Joel Cohen (Rockefeller and Colombia), Denise Lievesly (UN Institutes of Statistics), Luis Crouch (RTI), and Michael Clemens (Center for Global Development.) Greg Loos from USAID and other senior staff from AED also attended the meeting. The discussion at the meeting was particularly useful in helping to articulate the strategy and the value-added niche of the Center. The members also critiqued and provided suggestions for improvement on the data system and country profiles, as well as offering advice on the planning of the MDG report. Overall, the members were extremely supportive of the Center and suggested meeting twice a year instead of the planned once a year meeting.

1.4 *Collaboration with Other Data Related Institutions*

The EPDC continued its efforts to strengthen its relationship with other partner organizations. During the quarter, the Center made several presentations about the EPDC project, in efforts to identify areas for collaboration and to promote the use of EPDC resources. The Center made presentations at the World Bank, the Inter-American Development Bank, the Hewlett Foundation, and the GE Foundation. The GE Foundation has provided the Center with a grant to gather data and write a country profile on India.

The Center continued to work with USAID and Aguirre International on developing the design of a Data Compiler for USAID project data with country

data. The next steps are to create a model and design the specifications of how data will be merged from the two systems and the user interface.

2 Data System

The Data System is designed to innovate how statistics are compiled, organized, and presented, and to provide education data from a variety of sources.   The Center focused this quarter on reassessing the system to identify improvements. The data system is being revised to incorporate new and enhanced features, which will enhance the reporting capabilities of the system, and permit the user more functional access to the data.

The Center has established quality control tools and procedures to assist the accuracy of the data, as well as increasing the speed of formatting the data and uploading data into the database. The EPDC has established a data staging database to store and reformat data that is then used in the EPDC presentation database on the Web. This data staging database is capable of storing additional data not currently displayed with the presentation database but that has potential future data use.

3 Data Compiler with USAID

The EPDC continued to collaborate with USAID (with Greg Loos and R. Bellis) and Aguirre International to develop a system to compile USAID project data with country data, and EPDC staff attended a number of meetings. The changes and enhancements to the Contractor Results Reporting System (CRRS) are nearly complete. Contractors will be using this system in the coming fiscal year. As the data structures in the CRRS are now well defined, AED and Aguirre will present a model of how the data from the EPDC data system and the CRRS will be merged to generate the Compiler.

4 Data Collection

During the quarter, the Center continued to collect data from the Expert Network. The Center received data from Uganda, Ghana, and Kenya.

In addition to continued efforts to extract sub-national data from the DHS country datasets, the Center began to extract sub-national data from the 30 UNICEF MICS country datasets. The Center focused on extracting attendance rates, educational attainment, not in school children by characteristics, and other data used in the country profiles.

The EPDC began planning to compile data from another source- National Census Reports. In the following quarter, EPDC interns will focus on collecting and compiling relevant sub-national data from the Census Library in Maryland.

The EPDC updated the archive of sources for education data with a large number of household survey and population census sources found in UN archive system.

There is now a fairly complete overview of the household surveys and population censuses undertaken in developing countries from 1999-2004.

5 Data Entry

As mentioned previously, Emily Wheeler was hired during the quarter to work on data formatting. With the aid of summer interns in the next quarter, the Center intends to complete formatting of the Expert Network data, DHS and MICS extracted data, and any new data obtained from National Census Reports and Administrative data websites.

Wende Mix, a GIS specialist at the University of Buffalo, NY, was hired as a consultant to produce sub-national maps of attendance rates for the countries which had conducted MICS surveys.

6 Data Analysis

Laurie Cameron, initiated the process to apply the data quality methodology to MICS data. She presented her methodology at the CIES Conference in March. Collaborating with Kurt Moses and Babette Wils, they hosted a panel on *Data Quality: Using Data for Effective Programming*. Babette Wils also presented an extension of the EPDC Education Projections model that includes HIV/AIDS and loss of teachers and pupils due to HIV/AIDS in the panel organized by Stephanie Lehner of EQUIP2.

After receiving feedback from the Advisory board, the EPDC redesigned the country summary template. However, the overall structure is still similar including data on the following:
1. Educational Access, Survival, Learning and Quality
2. Educational Learning Pyramid by Gender
3. Regional and Gender Inequality in School Attendance
4. Current and Projected Educational Attainment
5. The Education and Economic Growth of a Country compared to other countries
6. Education and Health
7. Summary of Policy Insights

During the beginning of the quarter, the EPDC focused on producing the first set for thirty country profiles (of the 81 IDA countries and 2 non-IDA EPDC focus countries). The Center plans to continue working on the next set of country profiles, using the revised country template. We also initiated planning for making the entire country profile development process more automatic; using a datamart to store the data for the country profiles and a data reporting tool. This process would facilitate allowing users to customize country profiles, combining specific sections from different countries to create a new country profile report.

7 Research

7.1 *Education Projections Project*
The Center continued to work on the Education Projections Project, initiated by the EPDC education projections workshop and training practicum in the previous year. Babette Wils worked to simplify the process for producing education trends, education pyramids and enrollment projections. In order to do this, she modified the Vensim projection model to accommodate two levels of complexity for projections. She also simplified the scenario making process for making projections, which reduced time to make a projection for a country from 2 days to 4 hours. These revisions allowed Babette Wils and Yijie Zhao to produce the education trends and education pyramids for 30 country summaries.

Emilio Porta, one of the experts trained at the EPDC in a projection software developed at AED, is continuing to work on education projections. The Center has established a consulting contract with him to produce a comparative paper on education projections.

7.2 *Data Analysis Methods Project*
As mentioned previously, Laurie began to apply her data analysis method to MICS datasets. Also, she presented her methodology at the CIES conference in March.

7.3 *Network of Experts Project*
The Center continued the second round of data collection from the Expert Network with individualized and targeted requests. During the next quarter, the EPDC team intends evaluate the Network Expert system, and to continue coordination and communication with existing experts.

7.4 *Underserved Areas Project*
During the quarter, Babette Wils, Ash Hartwell and Yijie Zhao at the Center for International Education at University of Massachusets drafted the report for the study, which was initiated in early 2004, under PO from the EQUIP2 project at AED. The report includes sections on rationale for research, context/literature review, data presentation and discussion, description of regional disparities in the 9 selected countries, profiling of underserved areas, and education projections for enrollment in 3 selected under-served areas. The report was circulated for review during the quarter.

7.6 *Education for All: When and Who?* Booklet
Babette Wils and George Ingram developed an outline for a report on when countries may achieve the EFA and MDG goals of universal primary education access and completion, using education projections. This outline was discussed with the Advisory Council and circulated among colleagues in the Global Education Center at AED. Using EPDC data, this report will present projections on when countries will attain universal primary education access and completion and will identify countries that beat the historic pattern and time period, underserved population groups, and learning losses in country education systems.

7.7   *India Research*
General Electric Foundation contracted the EPDC to carry out a study of education in India, based on the EPDC's country profile analysis. The EPDC identified an expert in India at the Institute for Human Development, Manisha Priyam, to collaborate on this project. The project will result in a unique compilation of sub-national Indian education data from multiple sources.

8 Publications
8.1   *New Publications*
The Center launched on the website Annababette Wils finalized the paper *Reaching All: The Path to Universal Primary School in Mozambique*.

8.2   *Journal for Education for International Development*
In a joint effort, funded by EQUIP I and the Education Policy & Data Center (EPDC), the American Institutes for Research (AIR) is implementing a professional, electronic Journal that will advance E&T practice in order to stimulate growth and development. George Ingram attended the quarterly meeting of the advisory board.

9 Website/Portal
9.1   *Website*
During the quarter, the Center corrected one bug in the presentation of the data by year. The Center developed the process and data to include definitions for each indicator and category. These enhancements will be incorporated into the website in the next quarter.

9.2   *Transfer of EPDC website to portal functionality*
The EPDC website was transferred to portal functionality by Britt Courtney of Trivir Systems, using the Global Learning Portal technology. The portal site was launched as the live EPDC website during the quarter.

10 Major Presentations and Conference Participation

10.1   *CIES Conference*
At CIES, Babette Wils, Kurt Moses, and Laurie Cameron hosted a panel on *Data Quality: Using Data for Effective Programming*. Babette Wils was also a panelists for the presentation on *Projecting the Impact of HIV/AIDS on Education*.

10.2   *Other Presentations/Conferences*
As mentioned previously, the Center has made several presentations on the EPDC's capabilities and tools, highlighting the data system, current research, and the country profiles. The Center met with the Advisory Board and USAID. They also had meetings with the Hewlett Foundation, the GE Foundation, the JEID Advisory Council, and the World Bank. Finally, the EPDC participated in the EQUIP2 Chief of Party Meeting during March.

Planned Activities for Second Quarter of FY 2005

1 Setting up Center
- Continue to expand and deepen the network of collaborations, including UIS, the World Bank, USAID, the EQUIP2 team, and EQUIP partners.
- Recruit two summer interns.
- Recruit Education Policy Analyst.

2 Data System
- Utilize new data template to continue to upload extant data of education indicators by sub-national regions and risk groups into database.
- Load next round of 30 Country Summary files.
- Further develop Data System to include graphing and mapping tools.
- Fine-tune the presentation of data results in the data query system?

3 Data Compiler w/USAID
- Continue to collaborate with USAID to design requirements for the system that will house project and country data.

4 Data Collection
- Continue data extraction of MICS data.
- Compile new data from National Census Reports and Administrative Websites
- Evaluate Expert Network

5 Data Entry
- Continue to input extant data into redesigned standardized template for upload into the database.
- Continue to organize and input data from Expert Network into templates for upload into the database.

6 Data Analysis
- Continue to implement data analysis methods.
- Continue to develop country summary analysis for IDA countries.

7 Research
- Distribute Country Profiles for comments from Country Experts.
- Final revision and publication of report for Underserved Areas Project.
- Ongoing Analysis of Education Transition Project.
- Collect data and develop charts/tables and analysis for *Education for All: When and Who?*

8 Publications
- Continue work on adding new working papers and policy briefs to the website.

9 Website/Portal

- Continue to develop website, adding working papers, policy briefs, and sub-national level tables of education indicators from online sources and Expert Network data.

Financial Summary

Anticipated Award Total: $5,000,000
Total Obligations Received: $2,440,000
Obligation Remaining: $1,424,858
Year One Obligated Amount: $1,000,000
Quarter Expenditures (1/1/05-3/31/05): $255,744
Project to Quarter End Expenditures (10/1/03- 3/31/05): $1,015,143